

## **Section A: Cover Page**

### **Contact Info for Application Coordinator**

Kyle Brumbaugh, Director of Professional Learning Network  
Krause Center for Innovation, Foothill College  
Email: [brumbaugh@fhda.edu](mailto:brumbaugh@fhda.edu)  
Phone: 650-949-7319  
Mailing Address: 12345 El Monte Road  
Los Altos Hills, CA 94022

### **List of Participants**

Krause Center for Innovation (KCI), foothill College  
CalState Teach (CST)--CSU Teacher Preparation Program

### **Abstract (250 words)**

Since 2000, The Krause Center for Innovation (KCI) has provided innovative professional learning programs for educators focused on STEM and integrating technology into the classroom. This work has become even more critical with the current teacher shortage in California. The KCI has developed a plan to launch a Professional Learning Network across California, leveraging the Community College system and partnerships with other educational organizations. The PLN is positioned to disseminate high impact teacher professional learning programs that support the needs of California's students. The vision is to establish 14 network members colleges, with the capacity to reach 35,000 educators annually and provide innovative programs in person, online, and blended.

Through a partnership with CalState Teach (CST), the PLN will also serve pre-service teachers who will also have access to training that will expedite the credential process and provide additional authorizations, making those new teachers even more prepared for the classroom. CST successfully trains 800 pre-service teachers each year in California, using a hybrid model, with a concentration from rural and inner urban areas, who are unable to attend traditional teacher preparation programs. These teachers ultimately will teach high-need diverse students in those areas. The program focuses on training pre-service teachers who are actively student teaching or interning.

The PLN will provide for critical needs: reduce teacher attrition through providing high-quality professional learning programs; decrease the time for pre-service teachers to earn additional authorizations; and benefit California students by increasing and improving the pool of qualified, innovative educators.

Foothill College

**Contact Info for Representative of Fiscal Agent**

Kevin McElroy

Vice Chancellor, business Services

Foothill-De Anza Community College District

Email: [mcelroykevin@fhda.edu](mailto:mcelroykevin@fhda.edu)

Phone: 650-949-6201

Address: 12345 El Monte Road

Los Altos Hills, CA 94022

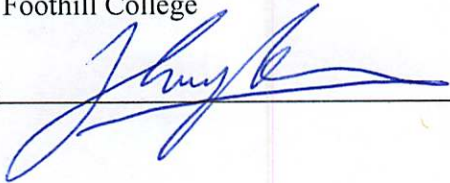
**Assurance and Signature**

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Foothill College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.

Thuy Nguyen

President, Foothill College

Signature: \_\_\_\_\_



**1. From the perspective of students, what is the problem you are trying to solve?  
(Maximum of one page.)**

Currently, there is a significant teacher shortage in the state of California. If not addressed, many K-12 students in California will be taught by teachers without the proper training or credentials. Creating a professional learning network (PLN) that is housed at several community colleges throughout the state, using synchronous and asynchronous distance learning models combined with face to face seminars provides an accessible, affordable, innovative option for pre-service, induction and in-service teachers to receive training. The current teacher shortage can be linked to several factors:

- Since 2009, the number of prospective teachers in the state, prepared by all higher education institutions (UC, CSU and Private) has dropped from over 35,000 annually to 20,000 in the last year that statistics are available (2014-15). Additionally, a little over half, 10,000 candidates actually complete their credential within the first year.<sup>1</sup>
- Currently, close to 10% of all California K-12 teachers in public schools (295,000) are over the age of 60 and will retire in the next 5-7 years.<sup>2</sup>
- The number of teachers hired on substandard permits and credentials nearly doubled in the last two years, to more than 6,100, comprising a third of all the new credentials issued in 2014-15.<sup>3</sup>
- In mathematics and science, the number of preliminary credentials awarded to new, fully prepared teachers dropped by 32% and 14%, respectively, from 2011-12 to 2014-15. Additionally, the numbers of underprepared Mathematics and Science teachers increased 23% and 51% respectively.<sup>4</sup>
- Teachers have the lowest retention rate of any Public Sector workers in the state, with more than 30% leaving the profession within the first five years, increasing to 40% at ten years before leveling out.<sup>5</sup>
- The 113 campuses of the California Community Colleges have capacity which could be used to house programs that may have capacity constraints in the CSU system, thus relieving some of the pressure on the CSU schools.<sup>6</sup>
- CalStateTEACH, the CSU alternative teacher preparation program, currently serves over 800 teachers, which is approaching 10% of the total number of teachers prepared annually statewide. CalStateTEACH provides access to a multiple subjects credential and induction program in all regions of California, North, Central and South.<sup>7</sup>
- The number of teaching vacancies advertised on “Ed-Join.org” has increased over 60% in three years and has well over 1,500 teaching positions open three months into the school year.<sup>8</sup>

This proposal addresses three distinct educational issues: 1) to provide a program which allows candidates to enter a teacher preparation program with varying degrees of prior education; 2) to solve the geographical accessibility issue with regards to teacher preparation programs; and 3) to provide a cost effective, high quality programs for all candidates in pre-service, induction and in-service teacher professional learning programs.

**Item 2: What is the innovation? (Maximum of two pages.)**

In this innovative initiative, we propose to enrich and enhance **partnerships between** the California Community College System and CalStateTEACH<sup>1</sup> (A CSU based alternative credentialing program) to **support** pre-service and in-service teachers and members of our educational systems with professional learning programs and digital support systems/networks that **transform** teaching and learning and increase teacher retention. Ultimately California students will benefit from having better prepared teachers. This initiative provides a cost effective, replicable model to re-conceptualize teacher preparation and professional development through digital literacy utilizing the expertise of the Krause Center for Innovation<sup>2</sup> (KCI) Foothill College, which has a track record of providing high quality professional training and development for pre-service and in-service teachers. Both partners have a clear commitment to enhance teacher preparation through innovative, technology driven training and professional development which can be integrated into existing pre-service and induction programs at CalStateTEACH (CST). As a result of this collaboration, the teacher preparation experience will be enhanced through digital literacy.

KCI and CST, organizations with a long records of experience in educator professional development and significant credibility within the educational community, propose to develop a Education Professional Learning Network (PLN) to provide access to pre-service, induction and in-service teacher professional learning programs across the state. Currently, CST prepares approximately 800 teacher candidates annually, and KCI provides teacher professional learning programs to approximately 1,200 teachers annually through coursework, teacher institutes and contract/community education programs. The network to be developed would create 13 professional learning centers located at Community Colleges across the state. Each center would become the Educational Professional Learning hub in their geographic area and provide access to face to face, synchronous and asynchronous online and blended learning programs.

The innovation we propose is three-fold. First, the network can provide educators with access to professional learning programs at all points in their professional careers via geographic locations more accessible to them and via blended learning. For many educators, the closest CSU campus may be 100 miles away or more. Second, the cost for coursework at all levels is greatly reduced, given that many of the courses can be taken at a community college where fees per unit are significantly less. As part of this program, CST and KCI will develop a collaborative teacher induction program, where participants during the induction program will take classes from CST and KCI. The course work in this program will allow students to complete requirements to obtain a clear teaching credential and qualify them for a supplemental authorization to teach Computer Science. Once students complete their pre-service/induction programs with CST and KCI, students can continue to improve their skills through coursework online, or in person at a PLN partner community college near them, increasing their skill and marketability as professional educators. The cost of these programs to teachers is approximately one third of the cost to take a similar load of courses at a CSU and one eighth the cost of a private/independent institution. Additionally, the KCI/CST program would provide most of the curriculum in a digital format, therefore saving students the cost of textbooks. Third, Students will save time by enrolling in the

program. By starting at one of the Educational PLN community colleges, students could take 40 units per year, would then transfer to a CSU school to complete their baccalaureate degree, and would be automatically accepted into the CST program based upon their previous work completed at an Educational PLN community college. Once students complete their pre-service/induction program, the KCI will provide additional support via professional learning programs at the PLN community colleges. Teachers could earn supplemental authorizations in subjects such as Computer Science<sup>3</sup>, enhancing their skills for a low cost and in a format that meets their personal needs.

**Innovative Coursework:** Both KCI and CST are innovators in the use of technology in education. KCI currently has over 60 educational technology courses that are appropriate for all stages of a teaching career--pre-service, induction and in-service. KCI currently trains over 1200 educators a year and its enrollment accounts for 45% of all of the coursework in educational technology in the entire California Community College system. KCI provides the following specialized programs for teachers to have in-depth experiences in technology integration: the Making Education Relevant and Interactive through Technology (MERIT) program; the Faculty Academy for Mathematics Excellence (FAME) program, which focuses on Common Core Mathematics implementation; Modeling, Analysis, Design and Engineering Science program (MADE Science) which is designed to prepare teachers to integrate the Next Generation Science Standards (NGSS) into their teaching repertoire; and the Computer Science program, which provides teachers with an integrated Computational Thinking and Computer Science program designed to allow a credentialed teacher to earn a Supplemental Authorization in Computer Science.

The CST program provides its courses through distance learning models, both synchronous and asynchronous, as well as a digital coaching model. Teacher candidates learn how to use technology to enhance teaching and learning. All candidates use iPads and work through digital textbooks developed by teachers using iBooks Author and other digital publishing software. As part of the CST program all students also learn screencasting and animation, which allows them to develop their own original content for students, creating another cost savings for schools which hire CST graduates upon their completion of the program. As part of this proposal CST students will gain additional value by taking coursework as undergraduates in Computer Science and educational technology (at network community colleges). By adding this additional course work as part of the CST program, candidates can meet the requirements for a supplemental authorization in Computer Science.

This proposal addresses the cost and accessibility of educational training programs within the state. Currently, the traditional method of obtaining a teaching credential is a fifth year program that is added to a Bachelor's degree. Based on statistics from the Commission on Teacher Credentialing (CTC), a little more than 50% of the teacher candidates enrolled complete their program and receive their credential at the end of this year. Additionally, the cost of becoming a teacher is greater than other professions, based solely on the type of school.

**Item 3: How will you implement this innovation? (Maximum of two pages.)**

The implementation of this proposal is designed to build a total of 14 PLN partners (KCI + 13) over a three year time period (2017 - 2020), which allows for a manageable approach. One of the strengths of this proposal is that the PLN is ready to launch as soon as funding is available, based on the work completed by KCI and CST. In addition to the curricular work already completed, much of the foundational work of developing support materials (Memorandums of Understanding, revenue sharing structures, support materials, promotional and marketing materials, training/onboarding materials and staffing criterion) have already been developed and vetted by the risk management staff at several community colleges that have expressed interest in joining the PLN. Potential PLN members will be contacted and given the first option to join the network during the first phase and will be granted \$100,000 in startup funding to establish the PLN presence at the partner college and to start outreach activities to its regional K-12 school districts.

**Phase 1: Initial Network Launch (2017-2018 Academic Year)**

In year 1, the goal is to onboard three network partners and support them as they begin the process of establishing their PLN center at their college and work with them collaboratively to create revenue producing programs in the first academic year, while they simultaneously work through the curriculum approval process at their institution to adopt KCI classes that are already state and CSU approved. For training purposes, each PLN partner will be encouraged to send two teachers and/or instructors to KCI to take part in the MERIT and FAME programs alongside the local teachers going through the program. The instructional team members will receive additional training regarding some of KCI's established programs and how to manage these programs at their institution. By the end of year 1, the goal is to have the three partners strategically located: one north of San Francisco, a second south of San Jose (either along the coast or in the Central Valley) and a third in Southern California near one of the larger metropolitan airports. These locations are strategic from a replication standpoint, where in the first year, KCI can easily reach and support the PLN partners.

In the Summer of 2016, the California Community Colleges Board of Governors established a new local process for course approval, which shortens the time for new course approval and allows for locally approved "stand alone" courses.<sup>1</sup> This change was made to allow community colleges to be able to meet the needs and interests of the local community. This is important for the PLN, since the use of technology in education, which is evolving with new devices and online learning tools, necessitates the need to be flexible and responsive to changing educational needs. With network partners driving the in-service teachers part of the program, they can respond to these changes much more quickly than a CSU college or university, where the course approval process takes a minimum of two academic years.

Starting in the Summer of 2017, CST will initiate the Dual Credentialing Program with the teacher candidates entering the program for the 2017-2018 academic year. The program provides the coursework for teacher candidates to complete their multiple subject credential in the first year and begin fully credentialed service in a California school. Teachers would then transition

into the CST Induction program. Concurrently, teachers would also enroll in KCI courses which will provide additional coursework in Computer Science. Upon completion, teachers will have completed all of the coursework for their Multiple Subject credential, the coursework necessary to “clear” their credential with the California Commission on Teacher Credentialing (CCTC) and the coursework to obtain a supplemental authorization in Computer Science. As part of the Dual Credential Program and its inclusion in the PLN, CST will be able to reach new teacher audiences and increase enrollment, since they will be able to reach students who live near the PLN partner institutions and these students will be taking courses at these institutions as part of the Dual Credential Program.

The supplemental authorization in Computer Science is an important part of the overall program, since AB 2329<sup>2</sup> was passed and signed into law in 2016. The new law provides for an advisory panel for the purpose of adopting State Standards in Computer Science, as well as providing a strategic implementation plan for the inclusion of Computer Science into the state mandated K-12 curriculum. Computer Science may not be included in the overall K-12 curriculum for a few years, but it is currently being taught in many schools and is part of many high school’s UC A-G approved elective list. The current demand for Computer Science classes in K-12 schools is increasing at a rapid rate, with schools scrambling to find teachers qualified to teach Computer Science classes. Currently, the number of schools who wish to offer Computer Science far outweighs the number of teachers qualified to do so.

### **Phase 2: Growing the Network (2018-2019 Academic Year)**

Building upon the phase 1 PLN partners, the PLN will grow by an additional five members in Phase 2. Modifying and improving the materials developed for the three initial PLN partners, KCI will work with teachers/instructors from each of the new PLN partners as well as the three PLN partners from Phase 1. This training will use a modified onboarding process created by KCI based on the experiences in Phase 1. This training will take place in July so that it is connected to the MERIT and FAME programs, where PLN partners can experience KCI training programs in person. Having all PLN partners participate collaboratively is critical, since the goal is to develop a community of practice.

### **Phase 3: Cementing the Network (2019-2020 Academic Year)**

While this phase is functionally similar to Phase 2, in that the PLN will add another five community college partners, it differs in desired outcomes. At this phase, the PLN will be a known entity statewide and will be serving teachers who have gone through the CST Dual Credential Program as they will have taken courses there during the program. The PLN partners will also start to market new professional learning programs to teachers who have gone through Dual Credential Program and other teachers, through word of mouth and other marketing efforts, as the PLN institutions are known in their communities as the most cost effective option for professional learning programs.

### **Post Phase 3 and Beyond:**

As the PLN matures, it will add additional members as necessary to meet the demand of the communities they serve. The PLN will continue to find and identify the teaching and learning practices which will support all California teachers and the students they serve.

**Item 4: How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California? (Maximum of one page.)**

This program supports the KCI efforts to establish an educational Professional Learning Network (PLN) which relies on like minded community colleges becoming part of a network that serves K-12 teachers in their regions. The PLN is designed to provide the same opportunities that Bay Area teachers have to access innovative, high-quality KCI programs, which are based on 16 years of experience. Even though Foothill College is a local community college, KCI has worked with teachers from all counties in the Bay Area. KCI is also a Google for Education Partner<sup>1</sup>, which allows it to provide Google branded events and content to teachers anywhere in the USA. KCI is currently the only educational institution that is part of the Google for Education Partner program. KCI is also leveraging the statewide, community college Online Education Initiative. Foothill has been a leader in online instruction, being the first community college in the state to offer online classes, and now is playing a leading role in the Online Education Initiative (OEI)<sup>2</sup>. The OEI is currently in implementation, and there have already been several benefits that will support the KCI launch of the PLN and allow it to scale.

CST is the only teacher preparation program within the state that fully and completely integrates technology into its program. CST graduates are able to fully integrate technology into teaching and learning, which provides a depth of understanding and content creation that is not found in any other program. To this point, CST is one of only two CSU teacher preparation programs which are designated as Apple Distinguished Educational Programs<sup>3</sup>, and CST is the only teacher preparation program that provides all of the student learning materials (textbooks) to students using a digital format (iPad). This creates a two-fold benefit for these teacher candidates. First, students learn how to learn effectively using digital texts and the benefits of using them. Secondly, teacher candidates also learn how to effectively create and curate learning content using the iPad, which will make the learning content for their future students cheaper and more accessible. An auxiliary benefit of creating and using digital content by teachers is that teachers can quickly and easily provide the learning content to parents of their students, which allows parents to support their students at home and creating a home-school partnership.

Additionally, KCI and CST are transforming the educational process by shifting the focus in the traditional classroom away from the teacher to a student-centered approach, where students take more ownership for their learning through teacher guided discovery. The paradigm shift has been found to improve achievement for all students, including those who need additional support to master the content standards and to extend the learning for those students who have the capacity to dig deeper into the content.

The combination of the KCI and CST programs, along with a statewide PLN, provide pre-service, induction and in-service teachers a 'seamless pathway' to acquire the pedagogical practice and technical skills necessary to become life-long learners and model this level of professionalism to their colleagues. As more administrators and teachers embrace the need to integrate educational technologies in their professional practice, having an integrated program where all educators can access the learning content they need to become life-long professional educators is something that will benefit every student in the state.

**Item 5: How could this innovation be scaled up within the setting in which you work and replicated in other areas in California? (Maximum of one page.)**

As part of this mission, KCI has been working independently to recruit network partners and fund their startup costs. We have identified several community colleges that support the network concept and would like to join, but funding the staff/activities to launch their local center is the biggest barrier. Currently, KCI has one college interested in joining the network (Cerritos) and is in the process of identifying a funding source for the startup staffing costs. Three other community colleges are in the same position. One of the key benefits of the plan is that All PLN partners will become self-sustaining after the initial start-up phase.

Currently, many K-12 districts are hiring individuals with only bachelor's degree without formal teacher training. The number of teachers hired using this model has increased every year since 2009, and the number of newly hired under qualified teachers in Math and Science is approaching 50%.<sup>1</sup> This offers another potential to scale. By presenting this program to local school districts and county offices of education and encouraging them to enroll their 'intern teachers' in the KCI / CST Dual Credentialing Program, under qualified teachers will be able to complete all requisite coursework, earn their multiple subjects credential, clear the credential with CCTC, and obtain a supplementary authorization in Computer Science. Many of the teachers hired on temporary permits do not go on to earn their full teaching credential.

Additionally, the adoption of the Common Core State Standards and Smarter Balanced Assessment Consortium (SBAC) has forced districts statewide to invest in digital devices and infrastructure to allow students to complete these assessments. Many districts are still struggling with how to effectively use these digital devices to enhance teaching and learning. KCI programs and reach have grown significantly since 2012 as KCI now provides tailored professional learning programs/services to schools/districts to meet their needs. Thus KCI has developed a revenue stream to support its activities. PLN members can leverage these programs in their own regions, which will result in revenue to help make the network self-sustaining.

The addition of the CST program will provide for an end-to-end professional learning network, where California teachers can be served at all points of their careers. It also provides increased access to the teaching profession throughout the state. Ongoing professional learning for teachers, as provided through the PLN, will also cost teachers significantly less than what they pay today. This is a one of a kind program in the United States, since most teacher training programs are stand alone, single year, student teaching/intern programs and do not provide access to ongoing professional learning designed for the unique needs of professional educators.

This grant would provide the funding to start 13 PLN locations, extending the Network statewide and providing access to KCI and CST teacher professional learning programs. CST currently serves the entire state through three regional centers (North, Central and South) and the inclusion of 13 additional physical locations where face to face events can be held further extends the reach of the CST program, which is less expensive than other credential programs--also a boon to scaling.

**Item 6: What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully? (Maximum of one page.)**

Both KCI and CST are long standing programs which have clear documentation of success. KCI has provided programs throughout California, but also for educators from around the world (Philippines, Brazil, India, Ireland, Italy, and Hawaii). As part of these efforts, KCI regularly surveys class and program participants as a way to evaluate the efficacy of its programs for professional educators. Participants in KCI programs consistently rate program quality and benefits between 4.5 and 4.8 on a 5-point Likert scale. Currently, KCI accounts for between 40%-45% of all course enrollments in Educational Technology statewide in community colleges, and its programs are available in different formats: in person, online, and blended.

CST also has a wealth of data that points to the effectiveness of its programs. The most compelling data is its conversion rate of enrolled teacher candidates to credential acquisition, which is close to 60% within one year of candidates entering the program. This conversion rate is the highest for any teacher induction program in the state and is close to double the conversion rate for private/independent colleges and universities that offer teacher induction programs.

Implementing this proposal would allow CST and KCI to immediately increase the current enrollment in the CST/KCI Dual Credential teacher induction program. The CST program has a trend of growth over the past four years and we would expect that to continue. Upon completion of this program, teachers will have completed their induction program and earned a supplemental authorization in Computer Science. Currently, there are less than 2,000 teachers credentialed to teach Computer Science state wide<sup>1</sup>. Essentially, teachers would receive two clear credentials at a cost that is less than what they are currently paying for one. Students enrolled in the program will not be required to travel to a college or university to enroll in a teacher preparation / induction program, since all coursework is completed using synchronous, asynchronous and other blended learning strategies to deliver the content. This provides another cost savings to pre-service teachers, who may not have the means to live away from home for a year. Participants will be coached by CST staff via video conferencing software, which has already been purchased through a statewide contract.

In short, this program will create the most cost effective way to prepare teachers and will create a PLN which will support their growth from pre-service, through induction and becoming a professional educator. It also provides support for in-service teachers with the added benefit of reducing teacher attrition. There is no other program currently in existence that better leverages the higher education programs and facilities within a state to provide a quality program which meets the needs of the state and the education system as a whole. This proposal directly supports the California community colleges and the CST program that is part of the CSU system. It also supports each and every K-12 school district in the state by providing high quality professional learning programs for their teachers. In many areas of the state, teachers are not able to engage in ongoing professional learning because of the physical distance to the closest CSU or UC school. This forces in-service teachers to find local private / independent colleges / universities to obtain professional learning programs that in most cases cost 10 times or more what will be available through the proposed PLN.

**Item 7: What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts? (Maximum of one page.)**

KCI and CST have been collecting data regarding their effectiveness in providing professional learning programs for educators since their inceptions. Both KCI and CST are sensitive to student needs for value and self-efficacy that are hallmarks of good educational programs. Besides the basic enrollment and statistical data that is quantitative, KCI and CST can provide a wealth of affective data, since it is the qualitative program data that drives our programs. KCI and CST were created as organizations with a “start-up mindset.” Keen attention is paid to perceived student value and the ability of program completers to apply the skills and concepts learned in their work as professional educators. Additionally, a growing body of evidence points directly to teacher support through induction programs and personal efficacy as determining factors whether teachers remain in the profession after five years.<sup>1</sup> The current statistics show that less than 70% of all teachers in California remain in the profession more than five years and the numbers drop to below 60% after 10 years.<sup>2</sup> The bright spot of these same studies is that teachers who participate in induction programs and have access to ongoing professional learning programs throughout their career have a significantly higher retention rate than those who do not have these supports.

As part of this proposal, the KCI / CST partnership will collect data that tracks professional educators throughout their careers. This data will be a valuable tool to inform our own professional practice and will allow us to continually evaluate, improve, and innovate in our programs, so that we will continue to meet the needs of educators at each stage of their professional careers. As part of the data collection process, we can also identify PLN partners that may need additional assistance, as well as identify regions that may need an additional PLN partner to meet increased demand. The most successful programs and learning practices can be identified, as well as the support that teachers need early in their career. The following data will be tracked:

- Number of teachers trained annually by each PLN Partner.
- Total annual enrollment in courses at each of the PLN Partner.
  - Disaggregate statistics between credit/non-credit, face to face/online, synchronous/asynchronous coursework
- Annual revenue for services provided by each PLN Partner.
  - Programs provided to school districts
  - Programs provided directly to teachers
- Course efficacy statistics relating to value and efficacy of programs provided.
- Zip Code location of all participants to determine local and regional engagement.
- Annual CST enrollment by region.
- Annual CST Program Completers (Credentials Issued).
- Annual CST induction program completers (Clear Credentials Issued).
- Supplementary Credentials awarded to KCI/CST partnership teachers.
- Longitudinal surveys to evaluate program value and efficacy.
  - Surveys of teachers 1, 3, & 5 years post induction program.
- Teacher retention rates as compared to overall teacher retention rates.

**Item 8: What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? (Maximum of one page.)**

This proposal is a joint KCI/CST effort, establishing a partnership that truly creates a professional learning network that can effectively train and maintain a large number of teachers to meet the needs of California schools. KCI and CST administrators have pledged their complete support for this partnership, as the program meets the needs of both pre-service and in-service teachers of being cost effective, accessible, and supportive of candidates in geographically remote locations of the state. In addition to the KCI/CST administrative support, we have received support from school districts, county offices of education, statewide non-profits, members of the state legislature and others, who clearly understand the growing teacher shortage and the implications for California children.

KCI has already developed different financial and logistical models to launch the PLN. To support this effort, KCI has hired a full-time PLN Director, who will work with new network partners, onboarding them with curriculum, course descriptions, and support services, to identify and train potential faculty members to deliver the coursework and professional learning programs at their location or online. This will relieve network partners from having to create new processes and allow them to become self-sustaining quickly. KCI has also launched its own micro-credentialing platform where teachers statewide can engage in classes and professional learning programs at their own pace and when completed can submit their work for academic credit. CST, as well as some of the other CSU teacher training programs, has developed a program where students can engage in their teacher training coursework during the second semester of their senior year. With CST being a completely online program, these students can work through the introductory coursework at a distance and not incur additional expenses to attend a CSU campus that is geographically difficult to attend.

Foothill College is the lead community college for the statewide Online Education Initiative (OEI), which has deployed the Canvas learning management platform for online education across the state. This will allow the PLN to provide courses to students at any California community college, using a consistent learning platform for all online courses. Both the State community colleges and CSU's have adopted zoom.us as a statewide video conferencing platform to provide these services to program participants.

KCI has a proven track record of revenue generation, providing a model for PLN partners that they can leverage. PLN partners will be able to generate enrollment from a variety of different sources. First, partners will be able to adopt existing KCI courses at their campus, which will generate enrollment to fund faculty. Second, partners will be able to conduct contract education programs using KCI's established models and curriculum. KCI has used this model successfully for the past 4 years to generate revenue, which has increased by 150%. Besides financial sustainability, the PLN also creates a statewide community of practice that is accessible to all educators in the state. The network can become the engine to disseminate new educational initiatives across the state and can provide a virtuous cycle of regeneration where network partners learn from each other and build upon the successes of each member of the PLN.

**Endnotes**

- 1-1. "Annual Report Card on - California Commission on Teacher ...." 4 Oct. 2016, <http://www.ctc.ca.gov/reports/TitleII-2014-15-AnnualRpt.pdf>. Accessed 3 Feb. 2017.
- 1-2. "Report: Addressing California's Emerging Teacher Shortage." [https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA\\_TeacherShortage.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA_TeacherShortage.pdf). Accessed 26 Jan. 2017.
- 1-3. "Teacher Supply: Interns, Permits and Waivers - California Commission ...." 24 Aug. 2016, <http://www.ctc.ca.gov/reports/data/edu-supl-IPW.html>. Accessed 3 Feb. 2017.
- 1-4. "Teacher Supply: Interns, Permits and Waivers - California Commission ...." 24 Aug. 2016, <http://www.ctc.ca.gov/reports/data/edu-supl-IPW.html>. Accessed 3 Feb. 2017.
- 1-5. "In California, Teacher Turnover Higher Than Other Public Sector ...." 23 Jan. 2014, <http://www.teacherpensions.org/blog/california-teacher-turnover-higher-other-public-sector-workers>. Accessed 3 Feb. 2017.
- 1-6. "Students/Headcounts - Data Mart - California Community Colleges ...." <http://datamart.cccco.edu/Students/>. Accessed 3 Feb. 2017.
- 1-7. "Teacher Supply: Credentials - California Commission on Teacher ...." 24 Aug. 2016, <http://www.ctc.ca.gov/reports/data/edu-supl-creds.html>. Accessed 3 Feb. 2017.
- 1-8. "Report: Addressing California's Emerging Teacher Shortage." [https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA\\_TeacherShortage.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA_TeacherShortage.pdf). Accessed 26 Jan. 2017.
- 2-1 "CalStateTEACH." <http://www.calstateteach.net/>. Accessed 3 Feb. 2017.
- 2-2 "Krause Center for Innovation: KCI Home Page." <http://krauseinnovationcenter.org/>. Accessed 3 Feb. 2017.
- 2-3 "CODED CORRESPONDENCE - California Commission on Teacher ...." 20 Aug. 2015, <http://www.ctc.ca.gov/notices/coded/2015/1506.pdf>. Accessed 3 Feb. 2017.
- 3-1 "California Community Colleges Chancellor's Office." 2 Aug. 2016, <http://extranet.cccco.edu/Portals/1/AA/CIOs/2016/CIOFirstFridayUpdateAugust2016.pdf>. Accessed 3 Feb. 2017.
- 3-2 "Bill Text - AB-2329 Computer science strategic implementation plan.." 28 Mar. 2016, [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB2329](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2329). Accessed 3 Feb. 2017.
- 4-1 "Google for Education Directory." <https://edudirectory.withgoogle.com/en/profile/413ca66980ed3f22cb8dbf4251da8452>. Accessed 3 Feb. 2017.
- 4-2 "Online Education Initiative." <http://ccconlineed.org/>. Accessed 3 Feb. 2017.
- 4-3 "CalStateTEACH--Apple Distinguished Program." [http://www.calstateteach.net/index.php?page=apple\\_distinguished](http://www.calstateteach.net/index.php?page=apple_distinguished). Accessed 3 Feb. 2017.
- 5-1 "Report: Addressing California's Emerging Teacher Shortage." [https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA\\_TeacherShortage.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/LPI-Report-AddressingCA_TeacherShortage.pdf). Accessed 3 Feb. 2017.
- 6-1 "Support K-12 Computer Science Education in California - Code.org." <https://code.org/advocacy/state-facts/CA.pdf>. Accessed 3 Feb. 2017.
- 7-1 ""The Impact of Induction and Mentoring Programs for Beginning ...." 17 Oct. 2007, [http://repository.upenn.edu/gse\\_pubs/127/](http://repository.upenn.edu/gse_pubs/127/). Accessed 3 Feb. 2017.

7-2 "In California, Teacher Turnover Higher Than Other Public Sector ...." 23 Jan. 2014,  
<http://www.teacherpensions.org/blog/california-teacher-turnover-higher-other-public-sector-workers>. Accessed 3 Feb. 2017.